DOCUMENT RESUME

ED 070 726 SO 005 071

AUTHOR	Foreman, Laurie K.
TITLE	From Sea to Sea, Social Studies: 6412.04.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	40p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; *American History; Behavioral Objectives; Concept Teaching; Curriculum Guides; History Instruction; Junior High Schools; Resource Guides; *Social Studies Units; *United States History
IDENTIFIERS	American Studies; Florida; *Quinmester Program

ABSTRACT

The 7-9 grade curriculum guide, one of a series of Quinmester courses arranged in a similar format, focuses on the roots and results of manifest destiny which are observable in the national character of American life and in our foreign policy conduct. Differing viewpoints of the American Indian and Europeans as well as the traditional views of the U.S. toward westward expansion are examined. Nine units trace the physical growth of the U.S.; evaluate the implications of manifest destiny; review the positions of exponents of manifest destiny and anti-expansionists; and describe reasons and difficulties of expansionism and its effect on the American character, economic development of the U. S., and on contemporary U. S. policies. Broad goals, a course content, an activity, and material sections are included. (SJM)

ED 070726

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SP 005071

Social Studies: FROM SEA TO SEA
6412.04
6470.24
6411.04
6416.04

FILMED FROM BEST AVAILABLE COPY

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

ED 070726

SOCIAL STUDIES

FROM SEA TO SEA

6412.04
6470.24
6411.04
6416.04

Written by

Laurie K. Foreman

for the

Division of Instruction
Dade County Public Schools
1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S.W. Third Street
Miami, Florida 33135

INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AMERICA'S TERRITORIAL AND POPULATION GROWTH. FOCUS IS ON THE CONCEPT OF MANIFEST DESTINY: ITS ROOTS AND RESULTS. THE WESTWARD MOVEMENT IS VIEWED FROM THE POINTS OF VIEW OF THE AMERICAN INDIAN AND EUROPEANS AS WELL AS FROM THE TRADITIONAL UNITED STATES VIEW.

CLUSTER: American Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

RATIONALE: The study of the American westward movement is basically a story of differing men and women who contributed to the fundamental growth of American character and national policies. Consequences of manifest destiny and westward expansion are observable both in our daily lives and in our treatment of foreign policy.

COURSE GOALS: THE STUDENT WILL

I. TRACE THE GROWTH OF THE UNITED STATES.

II. FORMULATE HIS OWN DEFINITION AND EVALUATE THE IMPLICATIONS OF THE CONCEPT MANIFEST DESTINY.

III. DISCUSS CRITICALLY SOME OF THE POSITIONS IN FAVOR OF AND OPPOSED TO EXPANSION IN THE 19th CENTURY.

IV. EXPLAIN WHY PEOPLE MOVED WESTWARD DESPITE DANGERS OF TRAVEL THROUGH UNSETTLED TERRITORY.

V. FORMULATE GENERALIZATIONS ABOUT THE EFFECT OF FRONTIER LIFE ON THE PEOPLE WHO LIVED THERE.

VI. ASSESS THE EFFECTS OF MANIFEST DESTINY ON AMERICAN POLICIES DURING AND AFTER THE WESTWARD MOVEMENT.

COURSE CONTENT OUTLINE:

I. Physical growth of the United States

- A. Northwest Territory
- B. Louisiana Territory
- C. Florida
- D. Texas and Mexican Cession
- E. Oregon
- F. Webster-Ashburton Treaty
- G. Gadsden Purchase

II. Population growth

III. Manifest Destiny

- A. Definition
- B. Political implications

IV. Differing Viewpoints of Westward Expansion

- A. Exponents
  1. James Madison
  2. Thomas Jefferson
  3. John Breckenridge
  4. Monroe Doctrine
  5. George McDuffie
  6. Sidney Breese
  7. John Tyler
  8. Thomas Hart Benton
  9. James K. Polk
  10. William Gilpin
- B. Anti-expansionists
  1. Joshua Giddings
  2. John Randin
  3. Daniel Webster
  4. Thomas Corwin

V. Difficulties of travel westward

- A. Everyday hardships
  1. Wagon travel
  2. Lack of supplies
  3. Loneliness
- B. Dangers
  1. Starvation
  2. Indians
  3. Drought
  4. Locusts

VI. Reasons for western expansion

- A. Land
- B. Adventure
- C. Wealth
  1. Gold
  2. Furs
- D. Religion

VII. Life on the Frontier

- A. Economic
- B. Social
- C. Political

VIII. Effects of westward expansion and the frontier

- A. On the American character
- B. On the economic development of the United States
- C. On contemporary Unites States policie

GOAL: TRACE THE GROWTH OF THE UNITED STATES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PHYSICAL AND POPULATION EXPANSION OF THE UNITED STATES	A. To illustrate the continual historical acquisition of territory from 1783 to the present.	1. Use the Westward Expansion filmstrip/record series (see Appendix) either as an initiatory activity to the course or culminating activity. 2. Have a large outline map of the United States available on either a bulletin board, blackboard, or overhead projector. As the class investigates the various acquisitions to the boundaries of the United States, students should practice mapping skills by drawing in United States territorial additions. The outline map should have the 13 original states, major rivers and mountain ranges, and the Pacific and Atlantic Oceans clearly labeled. It would be a good idea that each student also have his own outline map. Suggested Source: Maps in the Americans, (pp. 133-135.) 3. Have students read, "The Northwest Territory: A Beginning," (Discovering American History, pp. 227-279.) Alternate Source: a. Free and the Brave, (pp.228-232) b. Land of the Free, (pp. 236-238) 4. If available, show the movie, The Northwest Ordinance, (3-00150). Narration with songs describing the development of the West, The Land Ordinance of 1785, and The Northwest Ordinance of 1787. Questions for Discussion: a. How did the United States acquire the Northwest Territory? b. After reading the provisions of the Northwest Ordinance carefully, suggest what seems to be the United States

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Questions for Discussion (Cont'd) government's viewpoint on territorial expansion. 5. Have students read, "The Louisiana Purchase," (Discovering American History, p.279), and/or "The Country Doubles its Size in a Flash," (Free and the Brave, pp. 275-278). Alternate Reading: Land of the Free, (pp. 193-194) 6. It is said that Thomas Jefferson had to employ a loose interpretation of the Constitution in order to justify the purchase of Louisiana. Have a student roleplay Thomas Jefferson addressing the Senate, attempting to convince them of the necessity of the United States purchase of Louisiana. Alternate: Same assignment may be an individually written assignment. Former President John Adams, a strict constitutionalist, will oppose the purchase. Have a student roleplay Adams and have him rise to debate Jefferson's position. Alternate: Same assignment may be given as an individual student written assignment. Supplemental Activity: Roleplay the purchase of Louisiana from Napoleon.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Select students for a short independent study report to research both the explorations of Lewis and Clark, and Zebulon Pike into the Northwest Territory. Students could roleplay these explorers for class presentation (wearing pioneers contumes) and present reports of their explorations by reading from entries in their diary (journal). Research notes should be written in diary (journal) form for presentation. Maps of their travels should also be made. Suggested References: a. Land of the Free, (pp. 194-195) b. Free and the Brave, (pp. 279-282) c. The Great West, (pp. 62-68) d. The Frontier, (pp. 511-513) Pertinent questions: a. Compare the original 13 colonies with the Louisiana Purchase. What is immediately obvious? b. Why was President Jefferson so anxious to purchase the Louisiana territory? 8. Have students read, "Florida and the Boundaries of Louisiana," (Discovering American History, pp. 280-283) Alternate Reading: a. Land of the Free, (p. 199) b. Free and the Brave, (pp. 293-301; p. 312) Pertinent questions: a. Through the treaties of 1818 and 1819, what territories did the United States gain? b. How were the acquisitions of 1818 and 1819 different from the Louisiana purchase?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. How was American foreign policy during the War of 1812 different than the policy during the Washington and Adams administrations?
		9. Have students read, "Texas and the Mexican Cession," (Discovering American History, pp. 284-287) Alternate Source: a. Free and the Brave, (pp. 371-374; 377-383) b. Land of the Free, (pp. 258, 284) Suggestions for small group projects: a. Building of a model of the original Alamo. Sew or reproduce Lone Star Flag. b. "You are There" taped interviews with famous heroes the last night the Alamo stood (Sam Houston, Davy Crockett, Jim Bowie). Write and act out an original script, "Last Day at the Alamo." c. Writing poem or folk-song, "The Alamo." d. Writing of the diary of Sam Houston, Jim Bowie, or Davy Crockett, found after the fall of the Alamo. e. Interview with Mexican leader, Santa Anna. f. Act fictitious trial of Santa Anna for war crimes b the territory of Texas. Pertinent questions: a. How did the United States acquire Texas? The Mexican Cession? b. Why did the United States believe they had a right to Texas? Did the United States have legal title to Texas? c. Why were we willing to risk going to war to get Texas?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Why did Mexico fight so hard to keep Texas rather than give up as Spain did over Florida?
		10. Have students read, "Oregon," (Discovering American History pp. 288-291) Alternate Source: a. Free and the Brave, (pp. 367-371) b. Land of the Free, (p. 254) c. The Frontier, (pp. 514-518) Pertinent questions: a. What were our major reasons for annexing Oregon? b. Compare these reasons with those of our earlier acquisitions. What changes do you see since 1803? How would you attempt to explain some of these changes in policy?
		11. Have students read, "Rounding Out the Nation," (Discovering American History, pp. 291-293) Pertinent questions: a. What did the United States acquire with the Gadsden Purchase? b. What were the major provisions of the Webster-Ashburton treaty? c. Why do you think these territorial acquisitions were so peaceful?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. If available, show the movie, Westward Growth of Our Nation; 1803-1853, (1-05296). This film should reinforce and review previous activities. Pertinent questions: a. Why do you think Americans moved from the East to the West and from rural areas into urban cities? b. Is there an American frontier(s) today? Alternate Activity for Objective A: If time is an important factor, merely discuss the map, "Territorial Growth of the United States," (Promise of America, pp. 74-75).
	B. To examine the growth of population in the United States from 1783 to the present.	1. Read aloud to students, "She's Gone....Gone!" (Promise of America, p.34) Questions for discussion: a. Why is Uncle Zeb complaining? b. What is "gone"? Why? 2. Have students carefully examine both the picture and population graph in The Americans, (p. 132). After carefully examining both picture and graph, ask students to explain one of the many reasons for Westward expansion depicted by this exercise. 3. Carefully examine, "Four Maps" (Discovering American History, pp. 299-300) and/or "Population Growth of the United States" (Promise of America, pp. 77-78)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggest teacher ditto maps if class set of The Americans is not available. Questions for discussion" a. How has population distribution changed in the United States from 1790 to 1840? Are any patterns discernible? b. What historical events do you think might have caused some of these population pattern changes? c. Are there any changes in population patterns toady? 4. Have students read, "Population Changes: Harold Underwood Faulkner", (Discovering American History, pp. 301-302) Questions for discussion: a. What ideas gathered from the maps concerning population are enforced by this reading? b. According to Mr. Faulkner, what are some of the major differences between the United States in 1790 and 1850? c. What do you predict for future United States population trends according to the reading and the maps? Alternative Activity for Objective B: If lack of time is an important factor,have students examine, "Population Growth of the United States," (Promise of America, pp. 76-78)

GOAL: THE STUDENT WILL FORMULATE HIS OWN DEFINITION AND EVALUATE THE IMPLICATIONS OF THE CONCEPT, MANIFEST DESTINY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DEFINITION AND EVALUATION OF THE IMPLICATIONS OF MANIFEST DESTINY.	A. To define the term Manifest Destiny.	1. Have students read "An 1845 Editorial: John Luis O'Sullivan" in Discovering American History, p. 312. Alternate Sources: Manifest Destiny and Expansionism in the 1840's, p.4, by Kownslar. Vision, Destiny - War!, pp. 1-2, by Tyler 2. Have students carefully study John Gast's painting of 1872, depicting Manifest Destiny. Ask students to "brain storm" ideas about the picture in an effort to interpret its meaning. (Painting appears on p. 313, Discovering American History) 3. Have interested, able students do independent study research on: a. The Intellectual origins of Manifest Destiny. b. The role of Manifest Destiny in the political issues of the 1800's, (i.e., Texas, wars, presidential elections). c. Book report on Manifest Destiny and Expansionism in the 1840's, by Kownslar. d. Book report on Vision, Destiny - War!, by Tyler. 4. Read aloud the brief introduction "Manifest Destiny" in The Great West, p. 241, by Josephy. Questions for discussion: a. What was Manifest Destiny?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Does the painting and the writing of O'Sullivan suggest that Manifest Destiny was inevitable? c. Cite examples of Manifest Destiny from your earlier studies.
		5. Have students examine the poem, "The Pacific Railroad" by Walt Whitman (in A Passage to India; available also in the text, Land of the Free, p. 442.) Questions for discussion: (The poem could be used for the purpose of evaluation as an essay test.) a. In what way is this poem related to the concept of Manifest Destiny? b. Why is Mr. Whitman saying that the Pacific Railroad is connecting Europe and Asia? c. Did the westward movement start with Columbus? d. Where are those places he mentions in the poem? (Using a map and the poem, students might be able to trace the approximate course of the Pacific Railroad. One student could then find out what the actual course was and compare the two the following day, evaluating Mr. Whitman's use of geography.) e. What effect would the railroad have on the westward movement?
	B. To evaluate the significance of Manifest Destiny for American politics.	1. Have students divide into small groups, each group having the assignment to investigate the role of Manifest Destiny in one of the following issues: a. Monroe Doctrine b. Acquisition of Texas c. Mexican War d. Acquisition of Oregon e. Election of President Polk

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The group reports might be in the form of role-playing of major characters involved.
		2. Have students pretend they are editors of a large metropolitan newspaper. Discuss the purpose and importance of editorials in the news media. Have each student take one of the issues in activity 1 above, and defend or attack American actions in the light of Manifest Destiny.
		3. Have interested students pretend they are commercial artists hired by a land company from a western territory to advertise the American belief in Manifest Destiny. Have them do a cartoon, poster, or drawing demonstrating the concept.

GOAL: THE STUDENT WILL DISCUSS CRITICALLY SOME OF THE POSITIONS IN FAVOR OF AND OPPOSED TO EXPANSION IN THE 19th CENTURY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DIFFERING VIEWPOINTS ON WESTERN EXPANSION.	A. To examine and discuss critically the viewpoints of the spokesmen for United States expansion.	1. Have students read the excerpts from the writings of the 10 proponents of expansion in Discovering American History, (pp. 305-312). The class might be divided into 10 groups of about 3 students each, and each group could read one excerpt and summarize it for the class. 2. Prepare a set of transparency quotes from writings and speeches of the time that extol going West. Have students read, interpret, and evaluate the quotes one at a time. As a result, they should be able to write a paragraph or suggest hypotheses to explain the viewpoint in favor of westward expansion. 3. Questions for Discussion: a. What are the reasons for expansion given by those in favor of it? b. What motivated these writers or politicans? c. Do you agree with their arguments?
	B. To discuss critically the viewpoints of the opponents of expansion.	1. Have students read excerpts by some opponents of expansion in Discovering American History, (pp. 319-324). 2. Questions for discussion: a. What are some reasons against territorial expansion? b. What groups seem to be against expansion? Why? c. Do you agree with their arguments? 3. Have a group of students investigate some of the Indian attitudes toward American expansion westward. They might do a case study of the Seminole Indians in Florida and their experiences with the movement of the white man into this region by making a time line of government decisions to move and then remove the Indians.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. To evaluate the differing viewpoints on westward expansion.	1. Hold a panel discussion or a debate on the pros and cons of United States expansion in the 19th century. Four students might prepare arguments in favor and four students against expansion. 2. Have a group of students prepare a "Meet the Press" interview situation to role-play some of the opponenents and proponents of expansion. 3. Have each student write an essay as follows: One paragraph in which he summarizes the arguments for United States expansion and one paragraph in which he summarizes the arguments against. In a third paragraph he should select one of the two points of view and defend it.

GOAL: THE STUDENT WILL EXPLAIN WHY PEOPLE MOVED WESTWARD DESPITE DANGERS OF TRAVEL THROUGH UNSETTLED TERRITORY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
REASONS FOR WESTWARD EXPANSION.	A. To describe what it was like traveling West.	1. Have students read an excerpt from a diary of the times. a. "William Calk" in Promise of America, (p. 26) b. "Travels in the 1820's" in Promise of America, (p. 27). Pertinent questions: a. (Girls) Would you like a husband like this pioneer? b. (Boys) Would you like this kind of life? c. Is it possible to live this way today? Where? d. Do you think it was possible for these people to be happy without all the comforts that we have and take for granted today? 2. Have students make maps of the United States, labeling the important routes traveled. Individual students might report orally on the Santa Fe, Oregon, and other trails west. 3. A group of less able students might make a mural depicting the hardships suffered by people moving west. (Hardships might include illness, scarcity of food, hostile Indians, hot desert travel, etc.) 4. Have a group of students prepare a play depicting struggles that men faced with nature on the Oregon Trail, based on the excerpt from The Way West by A. B. Guthrie, found in the book Winning the West, in the Profile of America series, (pp. 27-31). This selection focuses on the hardships faced by the women and children. 5. Read aloud to the class or have them read the selection from "Ordeal by Hunger" by George R. Steward, Jr., in Winning the West. This describes the tragic effort by the Donner Party to reach California and illustrates the problems of freezing temperatures and starvation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Alternate readings on the Donner Party: a. "The Donner Party Starves" in The Americans, (slow learners). b. "The Smart One Got Through," by G. Stewart, Reader's Digest.
		6. In 1842, Andrew Child wrote the first complete guidebook for western travel. Read selections to the students and discuss. (Inquiry Experiences in American History, pp. 58-60).
		7. Have a group of students try to make a list of foods, utensils, and spare parts for frontier travel. Compare it with Francis Parkman's list in The American Frontier, by Cummins, (p. 162).
		8. Have students examine and discuss pictures of pioneer travel: a. Old Hate, New Hope, (p. 110). b. The Great West, (pp. 220-223). Have them also watch the film, The Santa Fe Trail, (#1-30015). Divide the class into small groups to discuss the respon bilities of the leader and members of a wagon train going st. They might attempt to write constitutions for a wagon train. (See The American Frontier, Cummins, pp. 165-166.)
		9. The Home and Family Education department of the school might cooperate in helping some students prepare authentic meals as prepared on a wagon train. Students might discuss the palatability of these foods for a 3 or 4 month period.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Less able students could read "Life on the Trail" in The Americans, (p. 151).(for slow learners) Activities are described in the teacher's guide.
		11. If available, play side 2, band 1, "Mended and Moving Again", of the album, Old Hate, New Hope. The record includes songs by Pete Seeger, Sam Hinton, and Cisco Houston describing the wagon trains and loneliness of the homesteaders trail. Titles include: a. "Ox Driver's Song" b. "Colorado Trail" c. "Sweet Betsy from Pike" d. "Bent County Bachelor"
		12. Show the film, Pioneer Journey to the Oregon Country, (#1-12890). (Ten year old boy traveling to Oregon).
		13. Have students read the poem, "The Oregon Trail", by Arthur Guiterman, (Frontiers, pp. 43-45).
		14. The anthology, Frontiers, has a number of appropriate short stories that students may read describing frontier life. The teacher may choose to read one or more aloud on a "lazy" Friday afternoon.
	B. To discover the reasons why people went west.	1. In an initiatory discussion, have students make a list of reasons why people went West. Activities so far should give them the background to make several hypotheses.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students read in Discovering American History, "Why Pioneers Went (pp. 314-319)
		3. Divide the class into small groups, each representing one important group that traveled West. Each group might investigate and report on the reasons for their migration, the experiences they had, and the results. Suggested groupings: a. The mountain men b. Prospectors c. Ranchers d. Pioneer settlers e. Mormons Suggested resources: a. The American Frontier, Cummins, (contains chapters on several of the groups) Paperback. b. Land of the Free c. Promise of America: Struggling for the Dream d. The Americans e. Discovering American History
		4. Have students read the selection from Cimarron by Edna Ferber in Winning the West in the Profile of America Series. The selection depicts the motives and ruthless methods used during the land rush to Oklahoma. An interested student might wish to read the whole book and make a report on it. (pp. 47-51)
		5. Also in Winning the West, students might read the selection

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		from The Way West, by Guthrieon (pp. 14-23). It portrays a family discussion in which a decision is being made about whether or not to go west. It is suitable to be made into a play or skit.
		6. Have students write letters home from the West trying to convince their eastern relatives to travel West.
		7. Select students to role-play a pioneer in Daniel Boone's party. He should try to convince his city-born girl friend to accompany him to Boone's fort. She should express the fears that many people felt about the move and try to convince him to stay in the East.
		8. Have students read and examine the special picture portfolio "The Great Gold Rush" in The Frontier, by Robert G. Athearn, (pp. 469-474). Also examine the gold rush cartoons in Old Hate, New Hope, by Peck, (p. 112).
		9. Have students read and discuss "Adventures in California 1851-1852," in Promise of America: Struggling for a Dream, (pp. 39-42).
		10. Show the film, The Westward Movement: The Gold Rush (#1-31217).
		11. Following some of the above readings, have students plan individual or small group projects:
		a. You are a newscaster reporting to the nation the discovery of gold at John Sutter's mill.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. "You Are There" interview with James Marshall. c. Build replicas of the gold mining apparatus and demonstrate its use. d. Draw original cartoons, posters, etc., encouraging people to go West to look for gold. e. Build a model or make a mural of a mining camp or Boon Town. f. Write a biographical sketch of a personality from the gold rush: e.g., Julia Bulette, Queen of Virginia City. 12. Listen to the songs of the Gold Rush days and interpret. a. "The Rush for Gold: Forty-Niners," in The Americans, (recording in the A-V Kit.) b. "Oh California," also in The Americans, (p. 141). Pertinent questions: a. What conditions of the miners' lives are depicted in the song? b. What are the hopes of a prospector? 13. Have students read Bret Harte's Luck of Roaring Camp. 14. Place famous sayings and quotations on transparencies and guide a class discussion in which students interpret the sayings. a. "Pike's Peak or Bust" b. "Go West, Young Man" c. "California or Bust" d. "The Pioneer Spirit" e. "The American Dream"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		15. Show the movie, Driven Westward, (# 1-30996). or Have students read "A New and Different West," in Land of The Free, (pp. 317, 323-324), and "Immigrants Go Home!," in the same book. or Have them read from The Fancher Train, by Amelia Bean, in Winning The West in the Profiles of America Series. These activities depict the migration of the Mormons. Questions for discussion: a. Why did the Mormons migrate West? b. Why do you think they decided to settle in the heart of the Great Salt Lake Desert? c. Are there any other groups that suffered similar persecutions in this country? 16. The Indian, also, went westward, but for different reasons. Students might investigate the migration of these peoples also. Divide the class into small groups and have each group investigate a significant Indian group's movements during the nineteenth century. The teacher will have to secure enough resources in the library prior to starting such a project. Possible groups: a. The Seminoles b. The Sioux c. The Navajo d. The Iroquois

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: Refer to the Quin course guide "The American Indian" for additional activities and resources.		Suggested resources: a. The American Frontier, "The Warriers," by Cummins. b. American Heritage Book of Indians. c. A Century of Dishonor, by Jackson. d. A Pictorial History of the American Indian, by LaFarge. e. Red Man's America, by Underhill. f. Indians of the United States, by Wissler. g. Old Hate, New Hope, Part 4, "The Vanishing Frontier" 17. Suggested discussion or essay questions: a. Identify and explain some of the dangers of travel West. b. Do you think moving West was worth it? Why or why not? c. Would you have gone West if you lived then? d. What do people do instead of going "West" today? Is there a frontier? e. Contrast the Indian attitude toward the westward movement with that of a pioneer.

GOAL: THE STUDENT WILL FORMULATE GENERALIZATIONS ABOUT THE EFFECT OF FRONTIER LIFE ON THE PEOPLE WHO LIVED THERE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
FRONTIER LIFE	A. The student will describe life on the frontier.	1. After reading the selection from Under the Lion's Paw in Winning the West, (Profile of America Series, pp. 64-71), have students list the problems that faced a frontier farm family and explain how they were resolved. Students should conclude from a discussion that a great deal of ingenuity was needed for survival on the frontier. Alternate or additional reading in the same book, from A Son of the Middle Border, (pp. 72-77). 2. Give students the following list of unique problems that faced people on the plains frontier. a. Lack of timber b. Tough prairie sod c. Lack of stones or rails for fences d. Lack of surface water e. Lack of housing materials f. Lack of fuel Have students research to find out how the farmers on the plains solved these problems (and others). From their research, they should develop a list of inventions and innovations that evolved: barbed wire, sod houses, windmills, cow and buffalo manure fuel, iron and steel plows, reapers, threshing machines, etc.) Suggested resources: a. The American Frontier, by Cummins. b. Promise of America: Struggling for the Drean. (State adopted textbooks)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have a group of students investigate the social life of people on the frontier: Entertainment, customs, diet, religion, education. Small groups might be asked to research and report on one of these aspects of frontier society. 4. Have students investigate the life of the western cowboy. Suggested readings: a. "...A Wild, Reckless Bunch," (Promise of America: Struggling for the Dream, pp. 45-46). b. "The Long, Long Trail," (Old Hate, New Hope, pp. 128-131). c. The Great West,)p. 371 - pictures). d. The Adventures of the Negro Cowboys, by Durham. Questions for discussion: a. What sort of man was a cowboy? b. Do television programs tend to glamorize the life of a cowboy? c. Could a cowboy easily live a normal family life? d. Why did the cowboy era come to an end? (barbed wire, homesteaders, closing of the frontier, railroad, etc.) 5. Topics for research and discussion: a. The Railroad and the Frontier b. Government on the Frontier c. The Negro on the Frontier d. Early Frontier Cities e. Frontier Language 6. Have students depict aspects of social life in frontier communities via posters, models, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested topics: a. A house raising b. A husking bee c. A wedding d. A dance e. Medicine show
	B. The student will hypothesize about the effect of frontier life on its inhabitants.	1. From the preceding activities, have students attempt to make a list of qualified frontiersmen had to have to be successful. (courage, resourcefulness, inventiveness, physical strength, ability to live with dangers; hard working, practical, democratic, ambitious, self-reliant, imaginative.) They should cite examples of each quality and recognize that different qualities might be needed on the plains than in a California mining town or on a cattle drive.
		2. Have students suggest the qualities that typify Americans today; or have them suggest qualities that Europeans attribute to Americans. It would be important to stress possibly the most important quality, diversity. In discussion, with the qualities from activity 1 and 2 on the chalk board, compare the frontier qualities with America today. Questions for discussion: a. Did the frontier have any effect on the development of a distinctive American character? b. What good effects did the frontier have on America? (space to live, resources, growth of democratic spirit, inventions, etc.) c. What negative effects did it have? (wastefulness toward resources, materialism, crudeness, extermination of the Indian civilizations, destroyed European culture, etc.).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Is the frontier closed essentially? If not, where is it and how extensive is it? If so, will this have an effect on American qualities?
		3. Have students read Readings 36-41 in Discovering American History, "Democracy and the Frontier," Using handouts 25 and 26, suggested in the teacher's resource guide, have students consider the arguments pro and con, decide what arguments are the best, and form hypotheses about the impact of the frontier.
		4. Hold a discussion on American values and the influence of the frontier. Many of the same ideas will arise as would be covered in activities 1 and 2. Students should define "values" carefully and attempt to assess their own values (and their parents) throughout the discussion. Questions for discussion: a. What were the values of a pioneer on the plains? b. What were the values of a cowboy? c. What were the values of a miner? d. What are your parents' values? e. What are your values? f. Did the frontier affect your values? g. Are the values attributed to the frontier existence really unique or has history glorified and romanticised them?
		5. Have each student write an essay on one of these statements. a. The process of filling an empty and primitive continent made a significant mark on America.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. The westward movement was no different from any other movement of people, and has been over emphasized. c. The westward movement was inevitable. The American people were destined from the start to extend their domain from sea to sea. 6. Hold informal debates on how the frontier affected the American character. 7. Have the students meet in small groups to try to draw logical conclusions about how the frontier influenced the American character. Have them defend their generalizations in front of the class to develop one or more generalizations that the majority can agree on. Additional research may be needed to verify or modify some conclusions. 8. Give students two days to research one of the following topics and them have them write an essay in class: (Topics adapted from Teacher's Manual of The American Frontier) a. The real West or the reel West? b. The Turner Thesis: history or imagination? c. Did the frontier shape the man or did the man shape the frontier? d. The pioneer: vile outcast or All-American? e. The frontier woman: romance or reality? f. The sod-house: casket or coffin? g. Barbed wire: the making or breaking of the frontier? h. Frontier life: optimism or pessimism?

GOAL: THE STUDENT WILL ASSESS THE EFFECTS OF MANIFEST DESTINY ON AMERICAN POLICIES DURING AND AFTER THE WESTWARD MOVEMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BEYOND THE FRONTIER	A. The student will relate Manifest Destiny to United States policies and actions.	1. Questions for research and discussion: a. Was the Monroe Doctrine a reflection of the philosophy of Manifest Destiny? b. How did Manifest Destiny affect the issue of slavery? c. Why do some people call Mr. William Seward an expansionist and believer in Manifest Destiny? d. Is Manifest Destiny the same thing as imperialism? e. Why didn't the United States take over all of Mexico? Canada? 2. Have each student make a list of examples that illustrate Manifest Destiny and United States expansion and examples that illustrate United States isolationism (define the term) and lack of desire for new territory. List both on the board and then ask students whether or not they feel the United States should be called "expansionist" or isolationist". It may be necessary to put the events listed in the form of a time line, and divide United States history into periods of expansion and isolation. 3. Divide the class into small groups to investigate involvement of the United States in several wars. Have each group locate information on (a) why the United States entered the war, (b) what territories or colonies the United States gained from the war, and (c) if the group thinks the United States was being imperialistic in its involvement. Suggested wars: a. Spanish American War b. Mexican War c. World War I d. World War II e. Korean War

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		In follow up discussion, it is important to stress the importance of viewing events in the context of their time. (Imperialism is not popular now, but it has been in the past) The group might investigate events other than wars for the same purpose, e.g., a. United States involvement in Panama in 1902 b. United States role in the League of Nations c. United States airlife during the Berlin crisis d. The Good Neighbor Policy e. The Cuban Revolution by Castro
	B. The student will examine current United States policies in light of Manifest Destiny.	1. Play a recording or read to the students, John F. Kennedy's Inaugural Address (State Document, No. 9, 87th Congress, First Session). Questions for discussion: a. What is the president's attitude toward foreign expansion in the America's? b. What does he mean by, "And let every power know that this hemisphere intends to remain the master of its own house?" c. What limitations does he want to place on today's world powers? d. What is President Kennedy's concept of "New Frontie " e. If you were a foreigner (e.g., Latin American), how might you react to this speech? f. If Kennedy were alive today, what would he think about the current cutbacks in the space program? 2. Poll the students, or have them poll other students, about attitudes toward the space "frontier." Include such questions as: a. Would you vote for an increase in the space budget knowing it would increase your taxes?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Do you approve of the cutbacks in the space program? c. Is the U.S.S.R. surpassing the United States in the space effort? d. Does it matter? e. Do you approve of our putting an American flag on the moon? f. Should the United States claim the moon since we got there first? g. Do you consider space a new American frontier? h. Would you take a trip into space if given the opportunity? From the poll, discuss whether Americans in general still believe in Manifest Destiny?
		3. Have an interested student prepare a short oral report describing other examples of Manifest Destiny. Examples: a. Hitler's attitude prior to World War II b. Russian acquisition of satellites
		4. Have students examine the daily paper or observe politicians on television to determine if appeals are still made to the belief in Manifest Destiny or "inevitable" American superiority.
		5. Hold a discussion as a culminating activity in which students formulate and defend (accepting, modifying, or rejecting in the end) hypotheses about the effects of Manifest Destiny and the Westward Movement on the American people; political, social, and economic effects. They should be able to formulate and accept generalizations that reflect both positive and negative effects.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Examples which might be evaluated, modified.... a. By gaining large amounts of territory, a nation can support a large population. b. Life on the frontier causes people to develop democratic institutions. c. Having what seems to be an endless frontier, rich in resources, creates an attitude of carelessness and waste toward the environment. d. An expansionist policy increases the chances for war. e. The more territory a nation gains, the more powerful it is apt to become.

MATERIALS

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Cuban, Larry and P. Roden, Promise of America: Struggling for the Dream. Scott Foresman Spectra Program. Glenview, Illinois: Scott Foresman and Co., 1971.

Cummins, Duane D. and W. G. White. The American Frontier. United States History Series. New York: Benziger Brothers, Inc., 1968.

Gross, Richard E. and R. F. Madgic. Winning the West: 1700-1900. Profile of America Series. Field Social Studies Program. San Francisco: Field Educational Publications, 1971.

Kownslar, Allan O. and D. B. Frizzle. Discovering American History. Unit IV, "The Nations Grows and Changes, 1800-1854." New York: Holt, Rinehard, and Winston, Inc., 1967.

(Filmstrip) Westward Expansion. Guidance Associates, 1968, color ($35.00) (2 Filmstrips, 2 records)

II. ALTERNATE STUDENT AND CLASS MATERIALS

A. Textual

Athearn, Robert G., The Frontier. The American Heritage New Illustrated History of the United States, Volume 6. New York: Dell Publishing Co., Inc., 1963.

Branson, Margaret S. Inquiry Experiences in American History. Boston: Ginn and Co., 1970.

* Caughey, John W. and J. H. Franklin and E. R. May, Land of the Free. New York: Benziger, Inc., 1971.

* Fenton, Edwin. Ed. The Americans. New York: American Heritage Publishing Co., Inc., 1970.

* Graff, Henry F. The Free and the Brave. Chicago: Rand McNally and Co., 1967.

* State adopted

Kane, Ralph J. and J. A. Glover. Inquiry: U.S.A. New York: Globe Book Co., 1971.

Peck, Ira and L. F. Friedman. Old Hate - New Hope. American Adventure Program, Volume 2. New York: Scholastic Book Services, 1970.

Stewart, George R. "Smart Ones Got Through", Reader's Digest.

B. Audio-Visual Materials

1. Films

	Dade County Number
Driven Westward	1-30996
The Oregon Trail	1-31138
Pioneer Journey to the Oregon Country	1-12890
The Westward Movement, The Gold Rush (Part 5)	1-31217
Westward Growth of our Nation: 1803-1853	1-05296

2. Tapes

The Northwest Ordinance, 15'	3-00150
The Santa Fe Trail, 20'	3-00151

3. Filmstrips

Westward Expansion. Guidance Associates, 1968, color ($35.00) (2 Filmstrips, 2 records)
(Listed also under recommended basic textual and other materials)
The Opening of the West. Life Filmstrips. (Time-Life Building, Rockefeller Center, New York)

4. Records

Frontier Ballads (Phonodise; Folkways Records, F.A. 2175-2176).
Songs of the West (Norman Luboff, Colombia, CL 657).

** See the Teacher Manual of The American Frontier (Cummins) for additional films, filmstrips, and records.

III. SUPPLEMENTAL PUPIL RESOURCES

American Heritage Book of Indians, American Heritage Series. New York: American Heritage Publishing Co., 1961 ed.

Barrows, Marjorie W., L. H. Foster, F. E. Ross, E. M. Van Houten, and C. W. Wachner. The American Experience: Non Fiction. New York: The MacMillan Co., 1968.

Bowes, John S. Avenues to America's Past. Morristown, New Jersey: Silver Burdett Co., 1969..

Dunning, Stephan and C. Lee., eds. Frontiers. Scholastic Literature Units. New York: Scholastic Book Services, 1961.

Durham, Philip and E. L. Jones. The Adventures of the Negro Cowboys. New York: Bantam Books, 1969 (Paperback).

Glanzrock, Jay Adventures in American History. Morristown, New Jersey: Silver Burdett Co., 1967.

Great West, The. American Heritage Series. New York: Simon and Schuster, 1965.

Jackson, Helen Hunt. A Century of Dishonor. New York: Harper and Row, 1965.

Kownslar, Allan O. Manifest Destiny and Expansionism in the 1840's. New Dimensions in American History Series. Lexington, Massachusetts: D. C.Heath and Co., 1964.

LaFarge, Oliver. A Pictorial History of the American Indian. New York: Crown Publishers, 1956.

Tyler, Ronnie. Vision, Destiny-War! Austin, Texas: Steck-Vaughn Co., 1970.

Underhill, Ruth M. Red Man's America. Chicago: University of Chicago Press, 1953.

Wissler, Clark. Indians of the United States. Garden City, New York: Doubleday, 1940.

** Extensive bibliographies are found at the end of each chapter of Cummins, The American Frontier (listed above. Recommended Basic Textual Materials)

IV. SUPPLEMENTAL TEACHER RESOURCES

The American West. A quarterly journal.

Brogan, D. W. The American Character. New York: Alfred A. Knopf, 1956.

Cummins, D. Duane, and W. G. White. Teacher's Resource Manual. (Accompanies The American Frontier) New York: Benziger Brothers, 1968.

De Tocqueville, Alexis. Democracy in America. New York: Mentor Books, 1956 ed.

Josephy, A. M. ed. The American Heritage History of the Great West. New York: American Heritage Publishing Co., 1965.

Keenan, Mary E., A. O. Kownslar, and D. B. Frizzle. Teacher's Resource Guide for Discovering American History. New York: Holt, Rinehart, and Winston, Inc., 1969.

Ketchum, Richard M., ed. The American Heritage Book of the Great West. New York: American Heritage Publishing Co., Inc., 1965.

Pierson, George. "The Frontier and American Institutions.". New England Quarterly, No. 15, June, 1942.

Stewart, Elinore. Letters of a Woman Homesteader. Lincoln, Nebraska: University of Nebraska Press, 1961.

Udell, John. Journal of John Udell. New Haven, Conneticut. Yale University Press, 1952 ed.